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THE PREPARATION OF HIGH-SCHOOL TEACHERS: WHAT THEY DO SECURE AND WHAT THEY SHOULD SECURE

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In beginning to prepare this paper an attempt was made to secure through a questionnaire statistics showing the specific kind of training and experience which the high-school teachers have actually had in a number of typical states. The inadequate returns received made any exhaustive statistical study impossible. In only a few states has any attempt been made to gather such data. Some state superintendents replied in such a way as to indicate their probable feeling that such information would be entirely superfluous. But not until the statistics can be arrayed so as to show the glaring lack of uniformity, and how many teachers are below even moderate standards, can we expect to improve conditions. School boards and legislatures must be convinced through unequivocal testimony that woeful deficiencies exist often where the public boasts the most. About buildings and grounds the popular mind may have some intelligent opinions, but the ordinary school public does not discriminate between the expert teacher and the time-server. In the minds of the people, so long as friction is avoided, any teacher is considered a good teacher.

Failing to secure the adequate data concerning the actual preparation of teachers in service, I have investigated the laws of all the states to find the legal provisions concerning high-school

teaching. We should bear in mind that the actual preparation made by many, even a majority, is much better than that demanded by statutes. Local demands in the better cities are naturally in advance of legislation. Statutory provisions can seldom be secured until the wisdom of the requirements has been rather generally demonstrated. There is very little constructive legislation, especially school legislation. Legislative bodies in old, settled states are very conservative and merely reflect what they believe to be public opinion by confirming through statutory provisions what is well established in practice. Since they are usually so ignorant concerning educational needs, it is seldom possible to convince them of desirable legislation until long after various localities have proceeded way beyond the measures enacted. In new states, where traditions do not fetter and public opinion is little crystallized, much more constructive legislation is secured than in the older states.

As was believed, most of the states were found to be without legislation differentiating the high-school teacher from any other. In many school codes the term "high school" does not appear. This branch of the public-school system is a product of evolution which has come largely without legislative enactment. Localities developed at first simply "upper rooms," "higher departments," etc., and then bestowed the name "high school" without waiting permission or measurement by state authority.

Thus, singularly enough, in most states, although state certificates and diplomas are awarded to those who seek them, yet nobody is required to have them. Legally the one possessing the lowest grade of county or town certificate may teach in the highest grade of school. Many cities have secured state authority to regulate the certification of their own teachers, and usually have differentiated the certificates for the various grades of work. There is a crying need now for all states to make the differentiation. There is also great desirability of securing uniform laws in all the states so as to secure interstate comity in matters of certification.

A few pioneer states have secured desirable legislation relating to the certification of the various grades of teachers; and it

might be parenthetically observed that these states are already forging ahead in educational matters in a variety of ways.

LEGAL REQUIREMENTS FOR HIGH-SCHOOL CERTIFICATION

In the following paragraphs mention is made mainly of those states which have specific legislation determining the qualifications of high-school teachers. In general, where the laws simply state that all teachers must possess a legal license, and do not distinguish between elementary and secondary, no mention is made of the states. A few others are mentioned because it was possible to secure definite statistics concerning the teachers in service.

In Arizona only those holding the diploma of the Territorial Board of Education or the Board of Education of the Normal Schools of the Territory are eligible to teach in the high schools. Diplomas and state certificates from the other states may be recognized by the Territorial Board.

Colorado demands that all who teach in the high schools of that state shall take a county examination covering all the branches taught in the high school.

In the District of Columbia all high-school teachers must have a special certificate which qualifies the holder for that grade of work only.

In Connecticut there are 4,316 teachers in the state, of whom about 1,400 are normal-school graduates and about 400 graduates of colleges and universities. Most of these 400 are teaching in high schools. Inasmuch as there are only 66 high schools in the state, it is probably true that most of the teachers in the high schools are college or university graduates.

California has set the highest pace in the United States with reference to the qualifications for high-school teachers. Under statutory provisions, the State Board of Education grants all certificates for teaching in the high schools of the state. These may be obtained by examination or otherwise; but

no credentials shall be prescribed or allowed unless the same, in the judgment of said board, are the equivalent of a diploma of graduation from the University of California, and are satisfactory evidence that the holder thereof

has taken an amount of pedagogy equivalent to the minimum amount of pedagogy prescribed by the State Board of Education of this state, and include a recommendation for a high-school certificate from the faculty of the institution in which the pedagogical work shall have been taken.

California accepts the diplomas from all the universities belonging to the Association of American Universities, and also from fifteen other selected colleges and universities throughout the United States, provided the graduates have taken courses in the theory of education, or have had actual practice in teaching under supervision of the pedagogical faculty, equivalent to twelve hours per week for one half-year. Graduates of all the accepted colleges not belonging to the Association of American Universities must have completed subsequent to graduation one half-year of advanced academic or professional (pedagogical) work, in residence, either at the same institution or at some other accepted institution, or, in lieu of such graduate study, have taught with decided success, as regular teacher or as principal, at least twenty months in any reputable school, elementary or secondary. After July, 1906, at least one-third of the prescribed pedagogy shall consist of actual teaching in a well-equipped training school of secondary grade, directed by the department of education. After July 1, 1908, practice-teaching in a school of the grammar grade in connection with the California state normal schools will be accepted as an equivalent.

In Florida high schools cannot be recognized as such unless the teachers employed to give instruction therein are competent to teach the subjects required by the official course of study, and no school will be granted state aid unless such teachers are provided. While it is not now deemed practicable to require all such teachers to hold state certificates, it is recommended that preference always be given by boards to the holders of such certificates.

In Iowa, the most democratic and individualistic state in the Union, there is utter lack of uniformity. All depends upon local autonomy. The term "high school" does not appear in any legislative enactment, there is no definition of the term except that which each community chooses to give to it, and the state superintendent's office has no authority to regulate its courses or pre-

scribe qualifications for the teachers employed. Anyone possessing a third-grade county certificate may legally teach in any high school in the state. Notwithstanding this chaotic condition of educational legislation, the state has many high schools which are unexcelled anywhere. The wealth of the state, the life in small cities possessing a large rural population within a radius of a few miles of each, the uniformity of nationality, the lack of slums and factory districts, give natural advantages which would easily give it, with proper legislation, the greatest school system of the United States. The state is suffering because of its prejudices against any form of centralization of power.

There are in the state about 650 graded schools—which call themselves high schools. Nearly all of these might become high schools if the proper teaching force were employed, proper equipment secured, and a little effort made to enlist the interest of the rural population in the immediate vicinity. This has been demonstrated in many small villages where they have become awake to the possibilities. As it is, not more than 250, judged by proper standards, have any right to be called high schools. There are 185 schools on the accredited list of the state university. In these there are 879 teachers, including the principals and superintendents. Of these, 453 are university or college graduates, 189 have had from one to three years in some college, 84 are normal-school graduates only. The remainder have had very little academic or professional training. Regrettable as it is, one in fourteen, or one teacher in every third accredited school, has had no institutional training beyond that afforded by the high school, and that usually in the home school. Of the total number employed, 332 had been teaching ten years or more, 265 had five or more years' experience, while 61 were beginners. Statistics from all the schools which have any claim to the title of high school would show a much smaller proportion of college graduates and many more raw recruits.

Louisiana definitely recognizes high schools and makes an attempt to secure the best quality of teachers for these schools. In 1892 a law was passed imposing a penalty on all local school

boards who failed to give preference to state normal-school graduates and graduates of colleges when employing teachers.

In Maine, according to the laws of 1904, the highest grade of state certificate is necessary to teach in any free high school of the state. Candidates who are college graduates, or graduates from the college preparatory course or its equivalent in a first-class academy or high school, and whose average rank is 90 and whose rank in any subject is not less than 70, will receive a certificate of the highest grade. Others who are not graduates, but whose rank is exceptionally high, who can teach high-school subjects, including at least one ancient and one modern language, and who have taught successfully in high school, may receive a certificate of highest grade.

Massachusetts has 262 high schools, requiring 1,820 teachers. Although the laws do not specify any particular grade of certificate, the sentiment of the people has secured a high grade of teachers. Of the teachers in the high schools, 1,410 are college graduates. It is safe to assume that the remaining 410 are at least normal-school graduates. Only 98 have taught for less than one year.

Minnesota requires that any teacher employed in a state high school must hold a first-grade professional state certificate, issued either on a collegiate diploma or upon examination. However, the state superintendent may issue a permit, valid for one year, to high-school teachers who have not had the necessary teaching experience in Minnesota to entitle them to a first-grade professional certificate, but who are otherwise qualified. A first-grade state professional certificate may be obtained by graduates from the University of Minnesota, or from another university or college of equal rank. The applicant must first have secured a state first-grade certificate, and must also have taught with success not less than nine months in a public school in a state. Applicants who are not graduates must have the teaching experience and the first-grade certificate noted above, and in addition will be required to pass a successful examination in the following branches: astronomy, bookkeeping, botany, chemistry, English literature, general history, geology, history of education, logic, moral phi-

losophy, political economy, psychology, rhetoric, school economy, school law, solid geometry, trigonometry, zoölogy. A state professional certificate of the first grade is valid to teach in any public school of the state, including high schools. It is made valid for periods ranging from one year to life, according to the merit of the holder. A certificate of graduation from the department of pedagogy¹ at the state university entitles the holder to teach in any public school in the state for a period of two years immediately following graduation. At the end of such period the certificate may be indorsed by the president of the state university and the state superintendent of public instruction, when it becomes a life-certificate. It is of interest to note that graduates of Minnesota state normal schools, or other normal schools of equal rank outside the state, are not entitled to teach in the high schools. They receive first temporary and then life-certificates, which are valid in any public school in the state below the high-school department. The state teachers' first-grade certificate, valid for five years to teach in any public school in the state, will not qualify the holder to teach in the high school, or even for the principalship of a state graded school. These rigid regulations have raised the quality of the teaching force and teachers' salaries in Minnesota very materially.

According to figures furnished by State High-School Inspector Aiton, there are 192 high schools in the state, employing 870 teachers, including the superintendents. Of these, 733 are graduates of a college or a university, and only 56 are graduates of a normal school. It is well known that very generous state aid is provided whereby each standard high school receives \$1,500 from the state treasury. This state aid affords better salaries and attracts better teachers. The state aid and the high standard of scholarship demanded have put Minnesota in the very front rank educationally.

In Montana it is provided that no person shall be employed as a teacher in a high school, or as the principal teacher in a school of more than two departments, who is not the holder of a

¹The above is taken from the law as passed in 1895. The state university now has a college of education.

professional county certificate or the holder of a life state diploma issued by the State Board of Education of Montana, or who is not a graduate of some reputable university, college, or normal school.

New Jersey provides that all teachers in the high schools must possess either a first-grade county certificate, a first-grade city certificate, or a state certificate. The first-grade certificate requires an examination in the theory and practice of teaching, New Jersey school law, the history of education, and general history, in addition to the usual branches required for a second-grade certificate. The lowest grade of state certificate involves an examination equivalent to that required of the first-grade county certificate, and in addition thereto psychology, plane and solid geometry, literature, botany, and free-hand drawing, or, in place of one or more of these subjects, such other subjects as the State Board of Examiners may require. This lowest or third-grade state certificate is valid for seven years.

In Nevada no one may teach in a high school who does not possess either the county high-school certificate, which is good for four years, or a state certificate granted from the Nevada State Normal School, or by a reputable university or college from which the bachelor of arts degree has been received. Pedagogy is also required in the course. The state life-diploma also is a valid license to teach in any public high school.

New York will not allow teachers to hold positions in the high schools unless possessed of some specified grade of certificate. At the present time they accept for high-school teaching what are known as the training-school certificate, the state certificate, the state special certificate, the normal diploma, the college graduate certificate, and the college graduate professional certificate. College graduates are given a provisional certificate valid for two years. If they pass an examination upon psychology, history of education, principles of education, methods of teaching, during those two years they may be awarded a permanent certificate. Those college graduates who have completed a course in pedagogy outlined by the state receive a certificate valid for three years, at the end of which the same may be indorsed by

the state commissioner of education and made a life-certificate. In New York 39 per cent. of the high-school teachers and 43 per cent. of the principals are college graduates.

Nebraska has taken a most important step toward providing competent teachers for the high schools of that state. On and after September 1, 1907, no person shall be granted a certificate to teach in the high-school department of any high-school district, or in the high-school department of any city school district in the state, who is not a graduate from a regular four-year course of a college or university, or a graduate from the advanced course of a college, university, or normal school in the state authorized by law to grant teachers' certificates, or who does not hold a professional state certificate obtained from the state superintendent on examination. During the interim between now and August, 1907, high-school principals and city superintendents may obtain a first-grade county certificate, valid for three years, which will make them eligible to teach in any high-school district or city school district until September 1, 1910.

Ohio, which long lagged behind in the matter of educational legislation, has probably outdone all other states in several respects. One of these is in accurately defining high schools and colleges. Then, to be consistent, the qualifications of high-school teachers have also been thoroughly defined. All teachers in the high schools must possess some form of high-school certificate. This certificate may be issued either by the county or by the state. All county high-school certificates must include the usual branches required for a third-grade certificate, and in addition literature, general history, algebra, physics, physiology, and four branches from the following list: Latin, German, rhetoric, civil government, geometry, physical geography, botany, and chemistry. In addition, the certificate must show that the candidate "possesses an adequate knowledge of the theory and practice of teaching." Special high-school certificates are issued, valid only for the branches mentioned in the certificate; but it is further provided that no person be employed as a special teacher of music, drawing, painting, penmanship, gymnastics, German, French, the commercial industrial branches, in any elementary or high school,

who has not a certificate of good moral character and a certificate of proficiency in the theory and practice of teaching. Cities which have the power to grant certificates must observe similar conditions. The state certificates are, of course, of a still higher grade.

Texas allows cities of five hundred or more school population to establish their own boards of examiners, which issue different classes of certificates corresponding to the grade of work to be taught. The high-school certificate is a prerequisite to teaching in the high school, and is valid for high-school work only. State certificates are recognized by these boards. Diplomas from the state university which certify to the requisite amount of pedagogical work are valid as state certificates.

In Washington, D. C., certificates are limited to special grades of schools. The certificates are issued by the city. Only a special certificate will be accepted for high-school work. Graduation from the Washington normal schools and other approved normal schools is recognized toward certification.

In Wisconsin all teachers must have some form of state certificate to be qualified to teach in the high schools of the state. The state certificates are of two grades: the limited five-year certificate, and the life-certificate. These certificates may be gained by examination or through counter-signature of state normal-school diplomas, college diplomas, or university diplomas. A diploma granted upon the completion of a collegiate course² in the State University of Wisconsin or from the full course of any Wisconsin normal school is valid as a temporary certificate for one year, and after counter-signature by the state superintendent is validated as a life state certificate. Diplomas granted by other colleges and normal schools, within and without the state, whose courses of study are equivalent to those recognized in Wisconsin, may be recognized in the same way as those issued in the state. Life state certificates issued by other states may be countersigned by the state superintendent of Wisconsin upon the recommendation of the State Board of Examiners, and thereby become life-certificates in the state. The diploma granted upon the comple-

² The course must include a year of work in education.

tion of the elementary course of the state normal schools qualifies the holder only for positions as assistant in four-year high schools or as principal of three-year high schools. All principals and all teachers of four-year high-school courses must possess an equivalent of the life state certificate. Assistants may secure a special state certificate by first securing a county certificate in the county where they desire to teach, and in addition passing a state examination upon all branches which they teach and which are not included in the county certificate. Superintendents must all possess the unlimited state certificate. It will be thus seen that the entrance to teaching in the high schools of Wisconsin is very carefully guarded. The rigid provisions have raised the qualification for teaching in Wisconsin very materially.

The following figures show the qualifications of teachers in the Wisconsin high schools for 1903-4:³

Attended the Wisconsin State University.....	94	
Attended other colleges	45	
		139
Attended a normal school	71	
Hold life-certificates	3	
		74
		<hr/>
Total		213

TABLE SHOWING NUMBER OF TEACHERS, INCLUDING PRINCIPALS IN THE FOUR-YEAR FREE HIGH SCHOOLS, WITH HIGHEST SCHOOL ATTENDED

Attended the Wisconsin State University	229
Attended universities and colleges outside the state	85
Attended Beloit College	30
Attended Lawrence University	40
Attended Ripon	13
Attended Milton College	3
Attended Wisconsin normal schools	268
Hold licenses and certificates of approval or state certificates on examination	131
	<hr/>
Total	799

³ *Eleventh Biennial Report of the Department of Public Instruction, 1904, p. 85.*

CONCERNING QUALIFICATIONS OF PRINCIPALS OF THREE-YEAR HIGH SCHOOLS IN
THE YEAR 1903-4

- 23 attended a normal school and hold normal-school diplomas.
- 3 attended a normal school and hold elementary certificates.
- 5 hold life-certificates.
- 1 holds a limited state certificate.
- 1 holds a university diploma.

PROFESSIONAL REQUIREMENTS

Statistics concerning the actual amount of professional training of teachers are even more difficult to secure than those concerning academic qualifications. In those states where no differentiation is made between the licenses required of elementary teachers and high-school teachers there is little incentive to gain high-class certificates. In Iowa the third-grade certificate is the only legal requirement, and a comparatively small number apply for state certificates. Now that the county certificate will be valid in any county in the state the number of state certificates will doubtless be still further decreased. The main incentive to secure the state certificate is the fact that the state certificate is valid in any county of the state. It is also desirable in many states when teachers move and find the state certificate necessary in the new state.

County certificates in all states include some test on the theory and art of teaching, or didactics, as it is frequently called. But most county examinations in the theory of education are a perfect farce. The questions seldom require any technical knowledge of pedagogy. Anyone with an ounce of common-sense could answer them correctly. Most frequently, when books are prescribed in the reading circle or by the superintendent as a basis for the examination, some general book, like *Jean Mitchell's School* or the *Evolution of Dodd*, is selected. While these are good enough in their way, and would afford a few hours' pleasant reading and stimulate the better emotions, yet they give no real principles upon which to base a theory of education. Even in the state examinations the primer of the subject has scarcely been touched. In a few states definite syllabuses are prepared, giving an outline of the subjects, particular books to be read, etc.

This plan gives the candidates a definite plan of work, and sometimes happily convinces them that the surest and soundest method of preparing is to go to some good institution where they can receive proper training.

Without exception, all states include some professional work in the examinations for life-certificates. A few (New York, for example) grant provisional or temporary state certificates to college graduates, even though they have not included professional work in their course. Thus all who secure the life state certificates have gained some insight into pedagogical subjects. The subjects prescribed vary greatly, though the history of education and psychology are usually included. As indicated above, the amount required is very meager. Qualitatively it is usually antiquated.

In most states which validate college diplomas as state certificates a year's daily work in psychology and education or a year in the latter following half a year in the former is required. Even there the professional work required when the certificate is gained by examination is very meager. It is in no way the equivalent of the work done in the year or more in college. Any college graduate could prepare for the professional examination ordinarily given through two weeks' continuous careful reading of some elementary texts. This is entirely wrong and very inconsistent. The examinations in other subjects, like botany, physics, and mathematics, are put upon a technical basis, and generally the questions are modern in nature. But the professional examinations are decidedly irritating to modern teachers of those subjects. Even an imperfect knowledge of the primer of the history of education, psychology, and of method would enable the candidate to pass.

New York state has taken an advanced stand on the matter of professional training and prescribes the following work for the state certificate, in addition to graduation from college: general and educational psychology, ninety recitation hours; history and principles of education, ninety hours; methods in teaching, sixty hours; observation, twenty hours. This would make a total of about seven hours a week for a year, or fourteen semester

units. As previously mentioned, graduates may receive a provisional certificate for two years, if they have not had the professional work; but before it can be made a permanent certificate they must pass an examination upon the professional work indicated. Those who secure state certificates by examination are required to pass a rigid examination in the professional subjects. This examination is made thorough, if we are to judge from the syllabus issued by the state department. The syllabus contains a good outline of all the subjects and a fine list of references. It is thoroughly technical and academic in character, and it sets a high pace for all other states. Several universities in New York, and doubtless several colleges, have arranged their work in the department of education to correspond with the state requirements. I have at hand outlines of the work as prescribed at Cornell, Syracuse, and Columbia.

All who receive the Teachers College diploma at Columbia must have completed three semester units of psychology, three units of educational psychology, three units in the history and principles of education, and three units in the theory and practice of teaching some special subject. Those who receive a degree from the College of Education in Chicago are required to include for graduation eight majors in education, including the history of education, principles of education, educational psychology, and a course in general psychology.

The University of Wisconsin, whose diplomas are recognized as state certificates, provided prerequisite professional work has been included, requires ten semester units, three of which in psychology, three units in either the history or principles of education or advanced educational psychology, and four units which may be elected from either the department of philosophy or the department of education.

The state of Texas recognizes the diploma from the University of Texas, provided the prerequisite professional training has been included. The university prescribes as the professional work two semester units of school management, four units in the methods and principles of teaching, four units in the psychology of education, two units in the psychology of development, and six elective hours in the department of education.

California not only accredits the work of the university toward the state certificate, but will not grant a certificate to teachers in the high schools unless the candidate is a graduate of the University of California or an approved equivalent institution. In addition to the work required for the bachelor's degree, the candidate must have completed at least one year of graduate study in the University of California or an approved university. This year of graduate study shall include one half-year of advanced academic study, part of the time at least being devoted to one or more of the subjects taught in the high-school, and the remainder of the time must be spent in a well-equipped training school of secondary grade, directed by the department of education of the approved university. This represents the high-water mark of requirements both academic and professional for teaching in the high schools in the United States. The professional work required by the department of education in the University of California includes three semester hours of the history of education, three hours in a study of secondary education, two hours of methods, and four hours in practice-teaching. The department urges the study of philosophy and psychology as prerequisites, but does not require them.

The Teachers College of the University of Missouri, whose diplomas are recognized as life state certificates, requires candidates to complete three semester hours of experimental psychology, and twenty-four hours of education. The work in education must include three hours in the history of education, three hours in the theory of teaching, and from three to nine hours of practice-teaching. In addition to the psychology and education requirements, each candidate must complete at least eighteen semester hours in each subject in which the special certificate is sought. This gives almost ideal requirements for the state certificate to teach in high schools.

THE UNIVERSITY AND THE COLLEGE AS TRAINING SCHOOLS FOR HIGH-SCHOOL TEACHERS

Ever since secondary schools were first founded the university and the college have been training schools which have furnished the majority of their teachers. The German secondary

schools have always been manned by the best products of the German universities, and that tells the story of Germany's enviable position in secondary education. Since the time of the founding of the "great public schools" in England, Oxford and Cambridge have furnished all the teachers for them. Though they have not had the professional training of Germany's matchless schoolmasters, yet they have been men of fine culture and broad training. In America, Harvard and Yale in New England, and William and Mary in the South, at once began to place their graduates in the "grammar schools," like the Boston Public Latin School, and later in the academies. The influence of these men, representing the best culture of the times, has had a marked effect. In the secondary school, where inspiration and outlook are so essential to the life of the school, the breadth of view which comes from college life is indispensable. It is lamentably true that these zealous young men, and more recently women, have often been woefully lacking in pedagogical insight, but their scholarship and vital touch with life have been more valuable than the mere drillmaster's arts.

With the advent of the normal school, in 1839, an attempt was made to correct the deficiency in the pedagogical training of teachers. Naturally the pendulum swung a long way in the other direction, and methods and devices became a fetish. The normal schools went to seed on methods. Devices and details were eagerly pursued when principles should have been sought. The drillmaster became the ideal class-teacher, and the machine method-master the ideal superintendent. Normal-school graduates everywhere in the eighties and nineties began to teach in the high schools and to occupy the superintendencies. When I was graduated from a Wisconsin normal school in 1890, graduates did not think of looking for a grade position, unless they happened to live in a large city. High-school positions and good principalships and superintendencies were readily secured by the men. Similar conditions obtained in all adjoining states. At the present time conditions are so changed that it is only in exceptional cases that the graduate of a normal school begins in a high school. Occasionally he begins in a small high school which does

two or three years of high-school work. But usually the normal graduate commences in the grades, or goes to some university to complete work for graduation. This makes quite an ideal course of training; for at the normal schools he becomes imbued with the teaching spirit, and his university work gives him a scholastic baptism. Happily a new era has dawned in the normal schools with reference to methods. They have been touched by the new spirit in psychology and child-study, and are now, in general, seeking principles instead of devices.

The normal school, generally speaking, is not fitted to train high-school teachers. There are, of course, some schools which are much better equipped than others. There are some large and aspiring ones which are lengthening their courses, providing laboratory and library facilities to such an extent that they are better able to accomplish this work than the one-horse colleges; but the organization of a normal school must ever be such as to limit its function to the training of elementary teachers. Just as soon as it transcends this function it ceases to be in the highest degree effective in training elementary teachers, for which they have all been designed. It then becomes an additional state college or university—a duplication which most states do not desire.

The high-school teacher needs above all a broad outlook upon life, deep and thorough scholarship, and liberality of attitude which is best promoted by the university atmosphere. The normal school, with its ten-weeks' courses and ceaseless flitting-about, its many exercises per day, the constant emphasis upon method rather than content, the excessive attention to the little details such as are largely necessary in training the immature and those who are to deal with details of elementary work, militates against sound scholarship and liberality of mind. Most normal schools are so organized that students are admitted from the country school. These students are in constant contact with the most advanced. This necessitates leveling down to the plane of the most immature.

The only place where the science of education can be adequately taught is in the university or in the few colleges. The

institution must be equipped with a department devoted solely to education. No man straddling the chairs of philosophy, psychology, logic, ethics, and education can even have come to an independent educational philosophy, much less develop it in others. One burdened with several chairs and all the subjects within each may have students recite from textbooks, but it is lame teaching. The work in education cannot even be done well where one man is required to cover all subjects within the department.

President G. Stanley Hall says:

I think preparation of secondary teachers should never be permitted in a normal school where primary teachers are trained, but should be entirely given over to the university. This is essentially the case in Germany. . . . I think there is very little in common either in methods or matter in the curriculum proper for these classes of teachers.⁴

Professor DeGarmo says:

The most obvious distinction between the normal school and the university as a training ground for secondary teachers is that the normal school is obliged by its conditions, its primary aims, and its traditions to devote its chief energies to the preparation of elementary teachers. Only in a large and general way can it devote more than a fraction of its attention to the training of teachers for secondary schools.⁵

These differences he regards as so fundamentally opposed in nature that any attempt to unite the two will result in the decreased efficiency of the normal school.

President Van Liew, who speaks on the question after much experience as a normal-school man, and who is a scholar of distinction, says:

The weakness of the normal school, especially in the matter of training secondary teachers, lies in its inability to supply large general culture. So far as secondary teachers are concerned, at least, it ought not to try it.⁶

Charles B. Gilbert wrote:

The ideal place for the training of secondary teachers is a teachers' college of some sort attached to a university as a co-ordinate part, utilizing all the scholarly advantages of the university and adding the special training needed to make teachers.⁷

President Thompson, of Ohio State University, in discussing

⁴ *Fourth Yearbook*, I. p, 84.

⁵ *Ibid.*, p. 92.

⁶ *Ibid.*, p. 89.

⁷ *Ibid.*, p. 102.

the great need of developing teachers' colleges in connection with the universities, said :

I think it goes without discussion that for the cause of education the teachers in our high schools should have the university spirit, and that they ought to have college training. This argument is based not so much upon the particular subject studied as upon the superior value of association with university faculties and university methods. Our high schools have suffered for lack of such teachers on the one hand, and on the other hand they have suffered from having too many teachers whose normal-school training or other education has not been with a view to training them for high-school work. It would seem, therefore, that in some form the teachers' college ought to be a part of the university organization.⁸

In the same meeting President Babcock, of Arizona, who has also had long experience in the Minnesota and California systems, said :

If the normal schools are going to train their students for grade work frankly, honestly, without any pretensions or conceit, those who desire to go on for high-school work must go to the university, to the colleges or teachers' colleges, which provide that sort of training.⁹

My own belief in the necessity of university training for high-school teaching was definitely developed before I became a member of a university faculty. Immediately upon graduation from one of the best normal schools in the country I became a high-school principal. I soon came to the belief, and many times expressed it, that normal training was insufficient preparation for such work. At the earliest possible moment I supplemented my training by a university course before re-entering the public-school service. Later I was for two years a member of the faculty in the same normal school. I believe my colleagues there will bear witness that I continually urged that our graduates ought to complete a university course before beginning high-school work. That the function of the university and the normal school must be different, I believed then as firmly as I do now.¹⁰

⁸ *Transactions and Proceedings of the National Association of State Universities*, 1904, p. 43.

⁹ *Ibid.*, p. 64.

¹⁰ My views of that time may be seen in an article in *Education*, May and June, 1898.

The experience of the New York State Normal College ought to be valuable in determining the suitability of the normal school or the college in preparing high-school teachers. The Normal College was granted a charter in 1890, empowering it to confer degrees in pedagogy, hoping thereby to attract college and university graduates who would spend at least a year in post-graduate study along strictly professional lines. Those expectations have not been realized. During one year forty such students were in residence, but the number has declined because pedagogical courses in the meantime have been developed in colleges and universities.

It was thought, too, at the time when the Normal College was chartered, that the graduates from the classical courses offered at the Normal College would find positions in the high schools, but the demand for teachers of more liberal culture has increased so much since 1890 that probably not more than one-half of the graduates have found employment in the secondary schools of the state. Consequently, the Normal College has not been able to meet the expectations or the demands of the state for college-bred teachers who have a proper knowledge of the science of education and the principles of pedagogy. . . . The belief of educators, philosophers, and educated people alike has crystallized into the conviction that teachers who are to be employed in the high school, normal schools, for teachers' training classes, for teachers and as instructors in manual training, domestic science, art, and other special subjects, should be college graduates with a thorough knowledge of the general principles of pedagogy, and the most advanced and most valuable methods of teaching their specialties.¹¹

The report points out that the normal schools are not equipped for preparing teachers for the high schools. In consequence, all of the elementary work at the State Normal College has been abolished, the requirements for admission have been made equal to those maintained in eastern colleges, and a four-year course of study in the liberal arts in pedagogics has been established.

Though there are many splendid teachers in our best high schools and a few in the smaller schools, yet the fact remains that our boys and girls in the most critical period of their lives are in control of immature, inexperienced youngsters. Some of these youths have large native ability and special potential teaching qualities, and ultimately become good teachers. Some have good

¹¹ *Annual Report, Education Department*, p. 274.

academic training also, and after expensive experimenting upon the children become first-class teachers. Their enthusiasm, vigor, cheerfulness, and general culture are all qualities that we ought to retain; but the fact remains that our optimism regarding secondary-school teaching must come from viewing the select few than from conditions as a whole.

The greatest defect in our American schools is the lack of uniformity of requirements for teaching. Under our ultra-democratic notions some properly fitted teachers enter the work, but they are obliged to come into competition with a majority who are unprepared. Frequently, because of ignorance on the part of boards, and often because of nepotism, the incompetent, cheap teachers drive the worthier ones out of the market, or force them down to the lower level of salaries. The inadequate compensation is the great deterrent which keeps thousands of the most promising from ever entering into the undesirable competition.

We are greatly in need of legislation in all states which will permit only the absolutely well trained to enter the ranks. The cry frequently raised against such legislation, that the schools would be without teachers, is sheer nonsense. When our colleges and universities can find such abundant supplies of doctors of philosophy for every subordinate instructorship, there need be no difficulty in securing all the adequately prepared teachers necessary, if living salaries are offered. Legislation eliminating the unfit would raise the salaries. In all those states having laws requiring teachers to possess high-grade certificates the salaries are demonstrably above the average paid in those states without such protective legislation.

Although the statutory provisions are very insufficient in requiring adequate preparation for teaching in the high schools, yet many cities have made regulations which require all to be college graduates. In Fort Dodge, Iowa, for example, all are required to be college graduates and to have had two years' experience. There are hundreds of cities large and small where either definite legislation to this effect has been enacted, or else the practice has become local common law.

The North Central Association of Colleges and Secondary Schools has had a very marked effect in raising standards of teaching in the high schools. No school can become accredited unless all the teachers are college graduates or the equivalent. One high-school inspector wrote me :

We have about fifty high schools on the North Central list, and many are trying for admission. This requirement has been most wholesome in its effect on our schools, and has done more than any other one provision in our recent educational history. Of course, there has been a gradual increase in the number of college graduates occupying high-school positions, but it has simply been the law of evolution, a sort of triumph of the fittest. The normal school . . . has in the past filled a good many positions, and many of the school authorities have been unable to distinguish between them and graduates of other institutions. The influence of the North Central Association, the increased efficiency of our denominational colleges, and the gradual increase of salaries have all contrived to drive them [the normal-school graduates] out of the field of the best schools except in a few isolated cases.

STANDARDS IN GERMANY

The training required of the German secondary-school teacher is much more ideal than that demanded of teachers in the same kind of school-work in the United States. In Germany advanced, critical, academic, and professional scholarship are absolute prerequisites to teaching in the secondary schools. No deviations are allowed. No mere pull with the board will suffice; for the matter does not rest with the local board, but with the state authorities.

In Germany all secondary-school teachers are university trained, as they ought to be everywhere. The candidates for a position in the secondary schools must have had at least three years of university study before being admitted to the examination for the state certificate, which all must possess. This means a high grade of academic scholarship, since university entrance is conditioned upon graduation from the secondary schools, which is fully equivalent to the completion of the sophomore year in our very best colleges. Therefore every teacher in the German secondary schools has done work equivalent to that required for our masters' degrees. As a matter of fact, the majority of German secondary-school teachers have studied more than three

years in a university. The majority are possessors of the doctorate degree, which cannot be secured with less than three years of university work, and usually requires four or five. Each teacher is required to present a major line of work and a minor. The examination in the minor must reveal complete comprehension and mastery of the subject far beyond any limits to which it is taught in the secondary school. Even with this preparation they are not permitted to give instruction in that branch in the advanced classes of the school. In the major subject, not only thorough mastery is required, but there must be evidence of critical and exhaustive research to the extent of becoming, not only a master, but an authority. A thesis in the major must reveal independence of method, acquaintance with the history and literature of the subject. The thesis and the examination are intended to test the candidate's knowledge of its philosophic aspects. In a general way we may say that the academic training of the German secondary-school teacher is quite on a par with the attainments of instructors in our best colleges, and the majority are comparable with well-seasoned college professors. Promotions are so slow there that the majority are about thirty years of age before securing permanent positions.

Knowledge of the subject-matter, however, is happily deemed insufficient for any German teacher. All teachers in the secondary schools are required to include psychology, philosophy, and theoretical pedagogy in the state examination. In addition, they must take a two-year course of professional training. This can be begun only after passing the state examination.

STANDARDS SUGGESTED FOR AMERICAN SCHOOLS

As minimum requirements it seems fair to ask that all teachers who enter high-school work should have had at least the equivalent of a college education. To accept less is to place the schools in charge of immature, unscholarly boys and girls and undeserving place-hunters. The high schools are the people's colleges, and should ever remain centers of liberal culture. That they can never be when in charge of teachers who have never learned to love scholarship. I am of the firm belief that only in

exceptional instances should teachers be permitted to teach in our high schools who have not actually studied in a standard higher institution. Those who preferred to acquire certificates through examination only should be required to pass most searching examinations. What if an occasional deserving individual were thus debarred? In most states the right to practice medicine is withheld from all except those who have studied in a reputable medical college. No mere private study and cramming for the examinations will suffice. The right to enter the examination, as in Germany, is conditioned by previous study for a term of years in a reputable institution. The theory is—and perfectly sound—that no one can gain adequate knowledge of modern methods of medicine without coming directly in contact with properly equipped laboratories and skilled teachers. Through private study of books the diligent might accomplish much, but the risks to society are too great to admit of trifling. Hence the necessity of measures which will protect society. Many states have similar protective legislation in the profession of law.

Are the needs not as great in teaching? The results of mistakes are not always so immediately apparent to the public in education as in medicine, but to the specialist in education they cannot be hidden. Why intrust the most precious possessions of the human race to the ruthless hands of ignorant beginners and confirmed quacks and charlatans? Every poor teacher helps to spoil scores of children every year, while the quack doctor of medicine occasionally harms an individual. The malpractice of the inexpert teacher is tenfold more harmful to society than that of the quack doctor. The teacher guilty of malpractice dwarfs, distorts, and poisons the mind and body of the budding, developing child; while the quack doctor merely fails to cure bodily disease. The quack teacher sows the seeds of disease; the quack doctor simply fails to cure.

From the professional side the minimum requirements should be at least one full year of daily work in education subsequent to a half-year of work in psychology. It would be still better, and not excessive, to demand that one-sixth of the college course

should be given to educational and philosophical subjects. This should be so distributed as to give about one half-year daily to general psychology, a full year daily to the principles of education and child-study, and the remainder of the time to the history of education, methods, school systems, etc. If one-fourth of the 120 units of the college course could be professional, the following arrangement would be desirable: psychology, 6 semester hours; principles of education, 6; child-study, 2; methods, 4; history of education, 4; secondary education, 4; observation and practice, 4.

The Germans are wise in requiring actual residential study in a university as a prerequisite to teaching in the secondary schools. (Normal-school study is required of all who teach in the elementary schools.) It is practically impossible for one to gain modern ideas of scholarship without institutional training. Even if possible, other methods are too uncertain and expensive. Private study may give one certain book facts, but nothing can be substituted for the laboratory methods of the modern institution. The teacher who is to teach classes by modern laboratory methods must first have been through the laboratory work himself. The teacher who is to teach literary and historical subjects must know what libraries contain and how to utilize them. This can be secured only through contact with them. It is preposterous to think that men may be intrusted to equip laboratories and libraries when they know nothing of them. Yet such things are permitted and encouraged by our inadequate protective legislation.

Hon. J. Sterling Morton eloquently emphasized the importance of professional training for teachers when he said:

We demand for Nebraska educated educators. We demand professionally trained teachers, men and women of irreproachable character and well-tested abilities. We demand from our legislature laws raising the standard of the profession and exalting the office of the teacher. As the doctor of medicine or the practitioner of law is only admitted within the pale of his calling upon the production of his parchment or certificate, so the applicant for the position of instructor in our primary and other schools should be required by law to first produce his diploma, his authority to teach, from the normal schools.

We call no uneducated quack or charlatan to perform surgery upon the

bodies of our children, lest they may be deformed, crippled, or maimed physically all their lives. Let us take equal care that we intrust the development of the mental faculties to skilled instructors of magnanimous character, that the mentalities of our children may not be mutilated, deformed, and crippled to halt and limp through all the centuries of their never-ending lives. The deformed body will die, and be forever put out of sight under the ground, but a mind made monstrous by bad teaching dies not, but stalks forever among the ages, an immortal mockery of the divine image.